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Moore

Synthesis Essay

Education and the Poor

High level education has becoming a very important in the world today. People need degrees to get the “good” jobs to make the money they need to support their families. For many, this is achievable with hard work and some help with from family. The poor do not have the money, or drive, to making it through. There are many factors at play, however, the big three seem to be the parents or guardians are not nurturing their kids and giving them excellent work ethics to succeed, lack of money, and will power to better themselves is keeping the lower class from being able to get into college to succeed, or finally the culture of America to look down on the poor and minorities, and discourages these children from wanting to succeed and society to become productive individuals in society.

Children growing up in a poor families are less likely to have a good work ethic and a nurturing environment for learning. Brink Lindsey, Vice president for research at the conservative Cato Institute, states that children in the lower class tend to get less verbal interaction with their parents. As such, they are less likely to receive words of encouragement than parents in the upper class give. (Lindsey 455) A writer for the Journal *Off our Backs*. Angel Locke believes there are exceptions. Her mother never attended college, but always encouraged her to read; her early years, began teaching her daughter how to discuss books (Locke 450). Lindsey states that government programs for the young are essential and would have a good effect on getting students to take class more seriously (456). Lindsey believes that by doing this, the values a parent would have taught are engrained in the students’ minds. This would effectively counteract the parental involvement needed when parents are unable to stimulate their children, and push them to new heights (Lindsey 456).

There is a problem coming up with the money needed for college in low income families. Locke firmly believes the low income families can get their children into school. She managed to put herself through school, though it took a little longer - she had to work for it (Locke 541). Lindsey says that many of the poor (mainly minorities) can get the money to go to school; the issue is they lack the skills.

Elijah Friedman, a student, feels that the government should not be involved in funding college education (Friedman, “Government shouldn’t pay for education”). Lindsey believes that while money could be a factor it is more or less the parents’ responsibility to teach their children to strive for success if they wish to get into college(Lindsey 455). Elijah asks, “What happened to pulling oneself up by his or her own bootstraps…” (Friedman, “Government Shouldn’t pay for Education”). He goes on to say that if the government wants to spend money on education, it should be after everything else is corrected - if there is any left over. Parents are responsible for distilling good values such as a good work ethic in their children. Elijah states that while balancing the budget is a duty of the federal government, funding college education is not (Friedman, “Government Shouldn’t pay for Education”). However, if there money left over after balancing the budget, Elijah says then it would be okay to put the money towards students’ education (Friedman, “Government Shouldn’t pay for Education”). Both authors stress, that spending money on college education is not the right answer. Programs to help get students into the right mindset to prepare for college is one way let students take responsibility for their own education.

America’s culture has a role in the lack of low income students’ ability to get into college. People simply look down on lower income students. Locke experienced this first hand - While attending, she was surrounded by middle and upper class students. Often being frowned upon as she continued to break the social norms and work her way up. Locke also states she recalls feeling like an outsider in two worlds (Locke 451). Lindsey agrees there is a major problem with the culture of America. African American’s and other minorities get looked down upon for succeeding. Lindsey calls this the “acting white stigma” (Lindsey 455). To back this up, Lindsey exemplifies test scores that indicate that these minorities and low income students simply do not do as well on tests, partly because of how they were raised, and partly due to not wanting to break the social norm (Lindsey 453).

Elijah a student looks down on students taking money from the federal government (Friedman, “Government shouldn’t pay for my college”). He acknowledges that being poor is a tough life but, students have always taken money for school, wherever it comes from (Friedman, “Government shouldn’t pay for my college”). It’s just the way college is now. This mindset is of many students tend to share. It is hurting many students’ chances of going to school, and with all these students taking federal money, how many of them are actually lazy or ill prepared for college.

Success in America is rapidly changing. College degrees are becoming more and more of a necessity rather than an option. Low income families tend to struggle to get their children into college for a number of reasons. Brink Lindsey seems to think it has more to do with the childrens’ parents and how they are not equipped with the skills and values needed to teach their children to succeed and make it into college. Elijah Friedman feels that students shouldn’t take federal money, and that they should find their own way to earn money for college.

These feelings appear to cause children in the lower financial classes to not want to succeed, making them stand out and creates tension. Essentially, the poor need to do two things: One, they need to strive to better themselves and to distil the right proactive values in their children, and two, they need to ignore the stereotypes placed upon Lower income families, and prove to the world that they are, in fact, worthy of a college degree. If a student really wants something, they will find a way to get it. This applies to school, as well as everything in life.

Friedman, Elijah. "The Millennial Perspective: Government Shouldn't Pay for My College Education." *The Millennial Perspective: Government Shouldn't Pay for My College Education*. Millenial Pundit, n.d. Web. 26 Oct. 2012. <http://millennialpundit.blogspot.com/2011/03/government-shouldnt-pay-for-my-college.html>.

Lindsey, Brink “Culture of Success.” 452-56 Rpt. Iin *Writing in the Disciplines: A Reader and Rhetoric for Academic Writers,* 6th ed. Ed. Mary Lynch Kennedy and William J. Kennedy. Boston: Pearson 2009. 340-46. Print.

Locke, Angela “Born Poor and Smart.” 450-51. Rpt. Iin *Writing in the Disciplines: A Reader and Rhetoric for Academic Writers,* 6th ed. Ed. Mary Lynch Kennedy and William J. Kennedy. Boston: Pearson 2009. 340-46. Print.

Goochy Gooch!

Hey oh! I’m just gonna write these down as I see them and give you the overall afterwards, kay?

* Instead of listing the points of your thesis in the same sentence, separate them to make it not a run on.
* Where I just say ‘comma’, put a comma after the highlighted word. I’m a comma-nazi!
* Ex: “blah blah blah blah blah” (source pg#). 🡨 period after sentence and source cited
* Nix=take it out
* Blend transitions
* “tough life, but wherever it comes from, students have always taken money for school – this is the way it works. Or something.